

Step 1: Choose the goals/objectives to be assessed.		
SOL/Goal/ Objective(s)	By spring 2018 student will (with assistance) be able to perform an inside of the foot pass (kick) a stationary soccer ball toward a target and demonstrate the following components 6 out of 10 times as measured by weekly checklist and weekly observations. 1.1c,d,j,k	
Step 2: Complete at least one bullet in each GRASPS area below to help you create an authentic scenario to assess the identified objectives.		
Acronym	Choose 1 sentence-starter for each letter and complete it in the third column below.	
Goal	<ul style="list-style-type: none"> ●Your task is __ ●The goal is to __ ●The problem or challenge is __ 	<p><i>The goal is to be able to kick a soccer ball with inside of the foot (with assistance)and hit or strike toward a stationary target 7 out of 10 times.</i></p> <p><i>The goal is to be able to state 4 cues used to describe how to strike a soccer ball using inside of the foot pass.</i></p>
Role	<ul style="list-style-type: none"> ●You are __ ●You have been asked to __ ●Your job is __ 	<i>Your job is to practice kicking a stationary ball or talk to classmates and help describe to them how to kick the ball properly. State the cues as another student kicks the ball.</i>
Audience	<ul style="list-style-type: none"> ●Your clients are __ ●The target audience is __ ●You need to convince __ 	<i>You need to convince the teacher that you can explain to another student how to properly kick or pass a soccer ball.</i>
Situation	<ul style="list-style-type: none"> ●The context you find yourself in is __ ●The challenge involves dealing with __ 	<i>The challenge involves dealing with: How am I able to kick a soccer ball when i am not able to stand up for long periods of time.</i>
Product	<ul style="list-style-type: none"> ●You will create a __ in order to __ ●You need to develop __ so that __ 	<p><i>You will create a easy way for you to remember the steps to correctly kick a ball</i></p> <p><i>You will create a weekly schedule in order to practice kicking, standing or walking to total 10 minutes per day or 20 minutes per week.</i></p>
Standards & Criteria for Success	<ul style="list-style-type: none"> ●Your performance needs to __ ●Your work will be judged by __ ●Your product must meet the following standards: __ 	<i>You work will be judged by the teacher, and friends since you will be able to practice and use these skills at recess with friends.</i>

Step 3: Use the completed sentences above to write a scenario students will read and follow to complete this performance-based assessment. Type it in the empty box that follows:

To help improve ability to strike a soccer ball using inside of the foot by practicing weekly and help improve understanding by being able to explain/tell another student the correct steps on how to perform an inside of the foot pass. The student will be able to create a weekly routine so that they are sure to fit in time to practice striking or being up and on his feet a couple times during the week.

Step 4: Align your summative, performance-based assessment with a grading rubric.

CATEGORY	4	3	2	1	Total
Kicking a stationary ball	Student is able to step forward with the correct foot, make contact with the ball, using the inside of the foot and kicks the ball so it is able to hit a specific target with assistance if needed	Student is able to step forward with the correct foot, make contact with the ball using the inside of the foot and able to make the ball move forward toward a target with assistance	Student is able to step forward, make contact with the ball using any part of foot and able to kick the ball so it moves in any direction with assistance.	Student does not step forward, with correct foot. Student is not able to make contact with the ball to allow it to move in any direction	___/4
Stating the cues	student is able to name/explain 4 cues correctly to another student which allows them to demonstrate a proper kick. Student does not need any reminders from the teacher when explaining the steps to another student.	Student is able to name/explain 3 cues correctly to another student which allows them to demonstrate a proper kick most of the time. Student is able to explain most of the cues with very little reminder from the teacher.	Students is able to name/explain at least 2 cues to another student so they are able to demonstrate a proper kick. Student needs some reminders from the teacher to name each step for kicking	Student is not able to name/explain any cues to another student so they can kick the ball correctly. Student needs to be reminded from the teacher to explain all the steps needed to kick the ball	___/4
Weekly routine	Student creates a weekly chart where he chooses the time of day he will practice striking a soccer ball, walking, standing or a physical activity he likes to do to total 20 minutes per week. He will also be able to write down how long he practiced daily on his calendar	Student creates a weekly calendar that has specific days when he will work on striking and walking or standing and write down the total amount of time he spent practicing that day	Student creates a weekly calendar that has specific days where he will work on striking the soccer ball	Student creates a weekly calendar	___/4
Reflection	Student will be able to check if he practiced striking the soccer ball, walking, and any other activity he wanted to do by looking back at his weekly calendar and totaling the minutes per week. If he was not able to achieve his goal of 20 minutes he could change the activities, and times	Student will be able to check if he practiced striking the soccer ball, and walking by looking back at weekly calendar and total up the time to see if he practice for a total of 20 minutes per week	Student is able to check off if he practiced striking or walking on the specific days listed on weekly calendar and add the total amount of time for each specific day	Student is able to check off if he practiced striking or walking on specific days listed on his weekly calendar	___/4

	on his chart so he can reach his goal for the following week				
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